



SC Annual School Report Card Summary

Mary Ford Elementary
 Charleston
 Grades: PK-5 Enrollment: 408
 Principal: Mrs. Cindy Smalls
 Superintendent: Dr. Nancy J. McGinley
 Board Chair: Mrs. Toya Hampton Green

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	At-Risk	At-Risk	TBD	TBD	Not Met	CSI
2008	At-Risk	At-Risk	N/A	N/A	Not Met	NI
2007	At-Risk	Below Average	N/A	N/A	Not Met	N/A

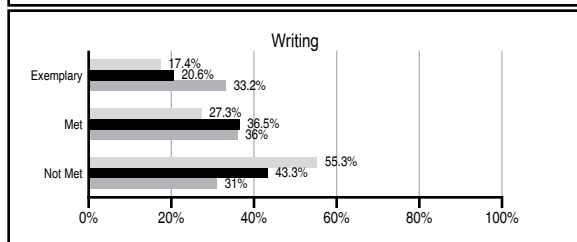
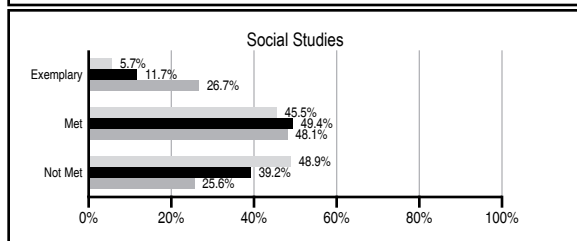
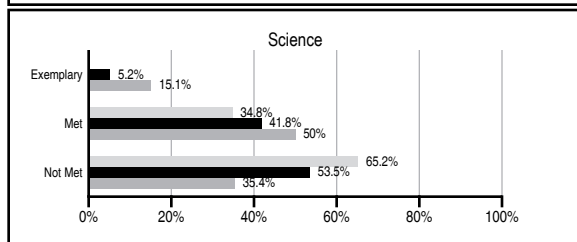
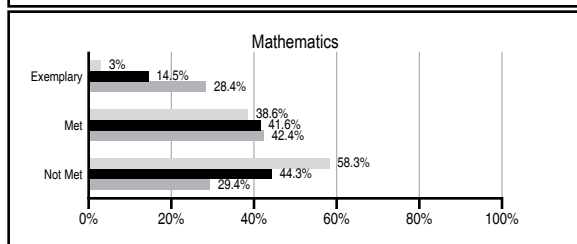
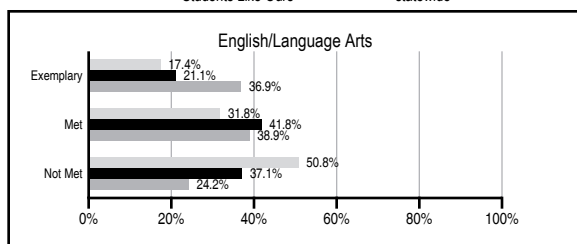
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	2	50	49	30

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 4 (2007)			
South Carolina	41	33	20
Nation	34	34	24
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

MATH – GRADE 4 (2007)			
South Carolina	20	44	31
Nation	19	43	33
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

SCIENCE – GRADE 4 (2005)			
South Carolina	36	39	23
Nation	34	39	25
% Below Basic % Basic, Proficient, and Advanced			
	Below Basic	Basic	Proficient

SC PERFORMANCE GOAL

2010 Goal:
 By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:
 By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Mary Ford Elementary [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=408)				
Retention rate	2.7%	Down from 4.3%	2.6%	1.9%
Attendance rate	96.4%	Down from 96.8%	96.0%	96.3%
Eligible for gifted and talented	2.0%	Up from 1.7%	2.7%	10.0%
With disabilities other than speech	4.9%	Up from 4.2%	7.4%	7.7%
Older than usual for grade	1.0%	Up from 0.3%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.7%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	47.2%	Up from 42.5%	57.0%	59.4%
Continuing contract teachers	69.4%	Up from 62.5%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	67.6%	Up from 64.7%	81.2%	85.9%
Teacher attendance rate	96.5%	Up from 96.0%	95.2%	95.1%
Average teacher salary*	\$43,621	Up 3.6%	\$45,574	\$47,149
Classes not taught by highly qualified teachers	0.6%	Up from 0.0%	0.5%	0.0%
Professional development days/teacher	20.9 days	Down from 21.9 days	11.0 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	2.5	4.0
Student-teacher ratio in core subjects	14.1 to 1	Down from 17.7 to 1	16.3 to 1	18.8 to 1
Prime instructional time	92.2%	Up from 92.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 69.8%	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$8,287	Up 1.7%	\$8,730	\$7,458
Percent of expenditures for instruction**	73.0%	Up from 71.6%	68.3%	68.8%
Percent of expenditures for teacher salaries**	69.4%	Up from 67.7%	61.8%	63.2%
% of AYP objectives met	76.9%	Up from 53.8%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	31	39	35
Percent satisfied with learning environment	87.1%	84.2%	87.5%
Percent satisfied with social and physical environment	83.9%	81.6%	84.8%
Percent satisfied with school-home relations	54.8%	87.2%	90.9%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2008 – 2009 school year has been one filled with continued instructional improvements. Our major focused goals for the year included incorporating the use of literacy rotation centers to enhance differentiation in the classroom, increasing the use of math manipulatives to introduce and strengthen understanding of math concepts, increasing parent involvement to impact student success, implementing 6 + 1 Traits during language arts instruction and utilizing data to improve instruction. Classroom management was also a key schoolwide initiative with the implementation of, "Capturing Kid's Heart," CHAMPS in the classroom and positive reinforcement strategies as effective support systems.

At Mary Ford, we refuse to allow failure to be our destiny so our teachers worked collaboratively to create a learning environment that is safe, orderly and conducive for learning. With the implementation of the schoolwide Positive Behavior Intervention Supports (PBIS) systems approach we were able to promote positive, appropriate behavior in a majority of our students to maximize instructional time in the classroom. Our students took part in a number of character building and academically enriching activities which contributed to their total development as a student. Daily recitation of the school's creed and monthly recognition for modeled character traits were ongoing motivators for improved student behavior.

Our instructional emphasis is based on the development of active learners through a rigorous standards based curriculum designed to enhance our culture, needs, and vision for success. Bi-weekly Principal's assessments, aligned to the district's coherent curriculum, assist in tracking and monitoring student growth and progress. We also utilize the Measures of Academic Progress (MAP), three times a year, as a benchmarking system to measure academic growth over time. Both systems offer valuable student data that provides timely information that guide instructional planning and school improvement. Other instructional approaches and strategies implemented this year include Response to Intervention (RTI) with small Tier 2 interventions in reading and math, Academy of Reading and Math, the use of University Instructors as mentors in grades 3-5, SuccessMaker, Math + Music, fine arts curriculum integration, E-Pals electronic mentoring program in reading, technology integration, 21st Century afterschool tutorial program and Book Buddies volunteer reading program.

We will continue to seek effective strategies to increase the involvement of our parents because we know its impact on student achievement. This year's initiatives include monthly parent breakfast and meetings, Linking Learners, Parent University, Family Math and Reading Night, Pizza, PASS, Pepsi and Parent Night, PTA and Parent Literacy Programs. The response has not been as successful as we had hoped and we will continue our efforts to break down these barriers to reach the goal of getting our parents more involved.

Cindy Smalls, Principal
Jim Frye, SIC Chairperson

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